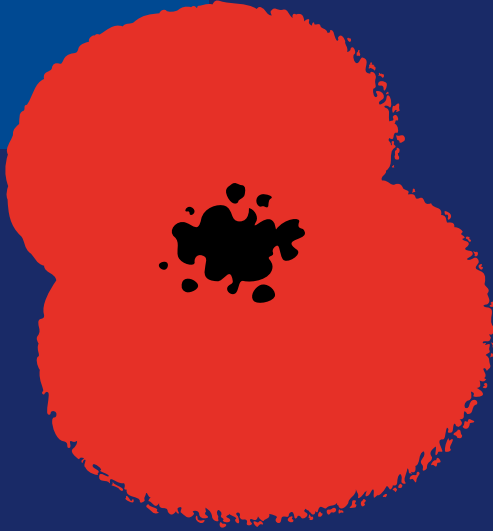


THE ROYAL BRITISH  
**LEGION**

# Action Learning Report 2019

A follow-up to the National Evaluation  
of The Royal British Legion's  
Break Services



Dr Giles Barrett, Dr Daniel Marshall  
and Dr Emma Murray  
School of Justice Studies  
Liverpool John Moores University



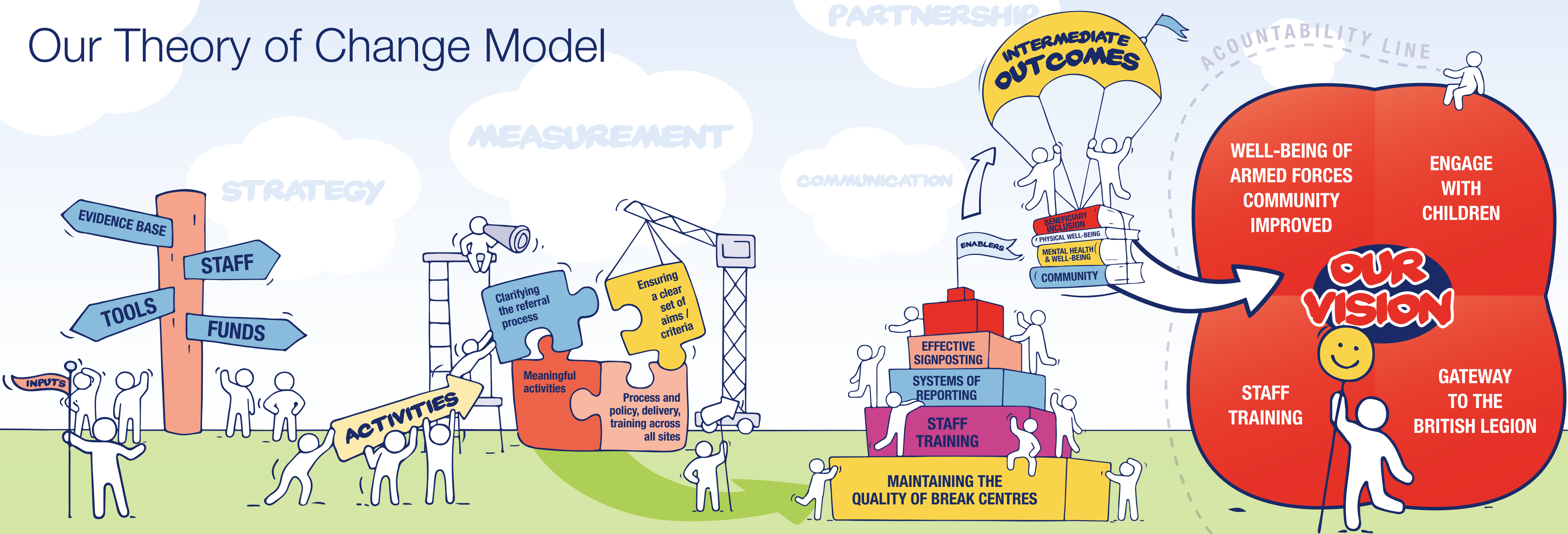
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**Disclaimer:**

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# Our Theory of Change Model



**Dr. Giles Barrett**

Dr Giles Barrett is a Reader in Criminology at Liverpool John Moores University. He has a wealth of experience in evaluation research on issues as varied as befriending schemes for older people to counteract isolation and loneliness, through to cannabis use and cultivation, and black and minority ethnic communities satisfaction with neighbourhood policing.

**Dr. Daniel Marshall**

Dr Daniel J. Marshall is a Senior Lecturer in Criminal Justice at Liverpool John Moores University. His research focuses on responses to the rule breaking of children and young people, privacy, and innovative justice. He has extensive experience of evaluation research.

**Dr. Emma Murray**

Dr Emma Murray is a Senior Lecturer in Criminal Justice at Liverpool John Moores University. Her research focuses on Military Experience. Emma acts a research partner on policy and arts projects nationally and internationally, developing new research methods to capture and share the lived experiences of the whole Armed Forces Community. Emma is the project lead for the 'reimagining the veteran' research group at the University.

In August 2017, a research team at Liverpool John Moores University embarked upon a 12-month transformative evaluation of The Royal British Legion's (hereafter 'The Legion') suite of Breaks Services. This document details the findings of an event-based follow-up project funded by Liverpool John Moores University. Focusing upon the implementation of the Theory of Change Model (TCM) created during this research, this project aimed to:

- ▶ Work with staff to recognise and maintain strengths of the Service.
- ▶ To continue processes of action learning beyond the Evaluation.
- ▶ To support Break Services staff in digesting the Evaluation.
- ▶ To share and explain best practice.
- ▶ To identify operational activities in response to the findings.
- ▶ To understand the experience of front-line TRBL Break Service staff and include their voice in management discussions.
- ▶ To understand the experience of transition for the service as the new strategy is crafted.

**Acknowledgements**

The authors would like to thank the management team of The Legion's Break Services for their continued welcome, expertise and engagement with this research process. We reserve a special thank you for all who gave their time and shared their insights during a two-day event at Byng House, Southport, on 29th and 30th of April 2019. We hope that the contents of this report reflect your own aspirations for the Break Service in the future. We also acknowledge Professor Joe Yates (Pro-Vice-Chancellor for the Faculty of Arts, Professional and Social Studies at Liverpool John Moores University) for his guidance and financial support, without his belief in the possibilities of this research partnership, this work would not have been possible.

## RESEARCH PROCESS

On 29th and 30th April 2019, a 2-day Action Learning (AL) event took place at Byng House in Southport as part of a follow-up project to the National Evaluation of the Royal British Legion's Break Services (2017-1018). Funded by Liverpool John Moores University, this project worked with Break Centre Managers and Adventure Break Managers to bring knowledge exchange to an AL environment, where the TCM created during the Evaluation framed an active dialogue of reflection and identifiable actions for the future strategy and operation of the Breaks Services' suites of activities.

The TCM can be found at the front of this document. All questions posed to the AL set were designed to gather the professional views, aspirations and vision for the Breaks Services, in response to the key findings of the Evaluation.

During the Evaluation, LJMU developed a vision for the Breaks Services based upon the findings. That vision had 4 key pillars:

1. Breaks Centres as a "Gateway to the Legion".
2. Continued positive impact upon the wellbeing of beneficiaries.
3. Importance of engagement with military children.
4. A dynamic rolling programme of staff training which balances hospitality and wellbeing support.

## ACTIONS IDENTIFIED BY STAFF

### 1. Understanding that gateway services for the Armed Forces Community (AFC) are essential due to a culture which often prevents help-seeking behaviour; staff would like to:

- ▶ Ensure quality of break by formulating a bespoke system of signposting and wellbeing management, which operates discretely in the background so as not to take away the feeling of having a 'break' (activities to achieve this can be found on page 15).

### 2. Understanding the positive impact that the Service has upon beneficiaries is central to the aims of The Legion as a whole; staff would like to:

- ▶ Move towards a suite of holiday opportunities which are tailored to the 'needs' of beneficiaries and shaped by eligibility criteria (activities to achieve this can be found on page 20).
- ▶ Adopt the Breaks Centre Beneficiary Wellbeing Scale (BCBWBS) scale into their routine operations to allow for an electronic wellbeing measurement system used by managers to track the impact that each break has had upon each individual (activities to achieve this can be found on page 32).

### 3. Understanding that engaging with military children as a distinct group within the AFC is significant for the wellbeing and futures of the whole community, and places the Legion as a proactive support service; staff would like to:

- ▶ Develop a safeguarding policy, which has the capacity to adopt a multi-agency approach and social models when necessary (activities to achieve this can be found on page 21).

### 4. Understanding that a dynamic rolling programme of staff training which balances hospitality and wellbeing support would empower staff to understand the skills they have and embark upon their personal and professional development with confidence; staff would like to:

- ▶ Develop a training programme in three blocks: (a) Knowledge of the changing needs of the AFC (b) Support skills, and, (c) Administration/ outreach. This dynamic rolling programme of staff training would balance hospitality and wellbeing support (activities to achieve this can be found on page 24).



## INTRODUCTION

### The Evaluation:

- ▶ Utilised 13 different research methods to capture the breadth and depth of the Service.
- ▶ Engaged with 2,354 beneficiaries over a wide age spectrum.
- ▶ Evaluated the impact that Traditional Breaks, Family Break, and Adventure Breaks had upon beneficiary wellbeing.
- ▶ Created and validated a bespoke wellbeing scale for the Service.
- ▶ Facilitated a series of action-learning events with senior management and staff to exchange ideas and knowledge on an ongoing basis.
- ▶ Developed a Theory of Change Model to guide the Service through their evolving strategy.

### Overall Findings:

- ▶ Wellbeing of beneficiaries was significantly improved.
- ▶ Those deemed in high-risk mental health category saw their risk significantly reduced during the break.
- ▶ Residual positive impact of breaks on wellbeing evident up to 6 weeks.
- ▶ The Break Centres' unique position between welfare and hospitality positioned them as a gateway service to other Legion and wider support services.
- ▶ Beneficiaries who access the Break Service ordinarily do not access broader Legion services.
- ▶ Confidence and self-esteem of children significantly improved.
- ▶ A dynamic programme of staff training was required.

### Knowledge Exchange and Action Learning

Knowledge exchange, action-learning and interactivity between the research team and the Legion was central to the research process. This open dialogue ensured that The Legion could act upon research findings in a timely manner and that any challenges were addressed in partnership. Allowing those conducting the research and the research users a dedicated space to articulate their needs, and to identify best practice collaboratively has meant that many findings and recommendations informed the changing delivery of the Breaks Services during the fieldwork period. As part of that process, three interactive events were embedded to ensure an open dialogue between the research team, senior management at The Legion, and front-line staff at each Break Centre. The aim of each meeting was to bring knowledge exchange and action learning together in a format, which encouraged reflection and facilitated the effective negotiation of any changes to research plans. These events also ensured that emerging research findings could shape operational policies.

### Theory of Change Model

The Theory of Change model located at the front of this report, pictorially represents the pathway to change for this important Legion service. Using the findings as a vehicle to maintain the quality of the Service, the model is intended as a framework to support implementation. Working backwards from the vision, it maps the preconditions required to achieve that end goal. Moreover, it captures the required interventions that will create the desired change, spotlights excellent practices and identifies indicators through which outcomes can be measured systematically.

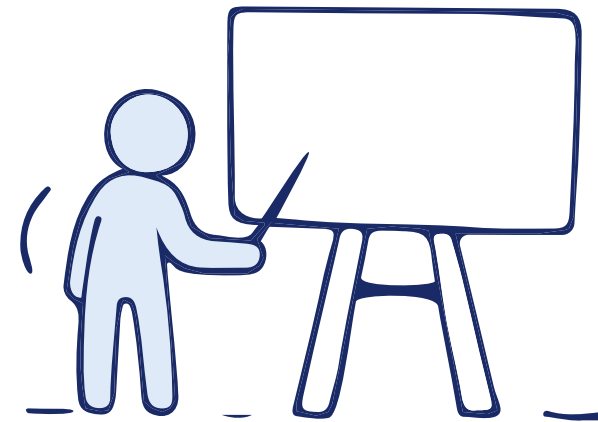


## Topics for the Action Learning Set



Based upon the findings, the Theory of Change Model suggested 4 pillars of vision:

1. Break Centres as a “Gateway to The Legion”
2. Continuing to impact positively upon the wellbeing of beneficiaries
3. Important engagements with military children
4. Staff training



## BREAK CENTRES AS A “GATEWAY TO THE LEGION”

The Evaluation found that the Break Centres acted as a “Gateway” to other Legion Services

### Survey 1, upon arrival at Break Centre:

Beneficiaries had a lack of awareness around the existence of other Legion services or did not feel that they were eligible for them.

### Survey 2, at the end of break:

Beneficiaries who initially only sought to access the break began to identify possible support needs or desire to explore additional Legion services.

### Survey 3, six weeks post-break:

Beneficiaries who stated they were interested in or required support in the second survey still did not know how to access it or simply had not accessed it.

It is well documented that military personnel are reluctant to seek support while serving and post-service. The military is a unique context and identity which advocates for certain qualities (e.g. strength), which leads to military personnel often believing that seeking help would jeopardise an embodiment of what it means to serve or to have served (see inter alia Samele, 2013; NHS, 2017) This makes the finding that the Breaks Services acted as a gateway to other services and support for its beneficiaries of utmost importance.

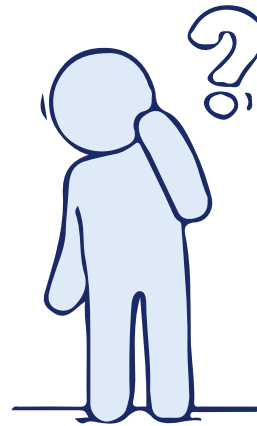


## QUESTION TO ACTION LEARNING SET:

**How might you address this issue whilst maintaining the quality of the breaks, which you offer?**

## Activities identified by staff:

- Ensure quality of break by formulating a bespoke system of signposting and wellbeing management, which operates discretely in the background so as not to take away the feeling of having a 'break'.
- Safeguarding and empowering staff by providing the tools to manage wellbeing issues with confidence
- Introduce a follow up call 4-6 weeks post-break.
- Consider making the follow-up and ongoing through-care an objective of Break Centres.
- Ensure all staff have a clear threshold level of knowledge regardless of role.
- Advertise and open up Break Centre services to stakeholders and referral sources.
- Re-evaluate how the service is being advertised (marketing) and consider changing military culture.
- Implement and promote the Break Centre as a community hub.
- Rethink the Contact Centre for referrals.



## CONTINUING TO IMPACT POSITIVELY UPON THE WELLBEING OF BENEFICIARIES

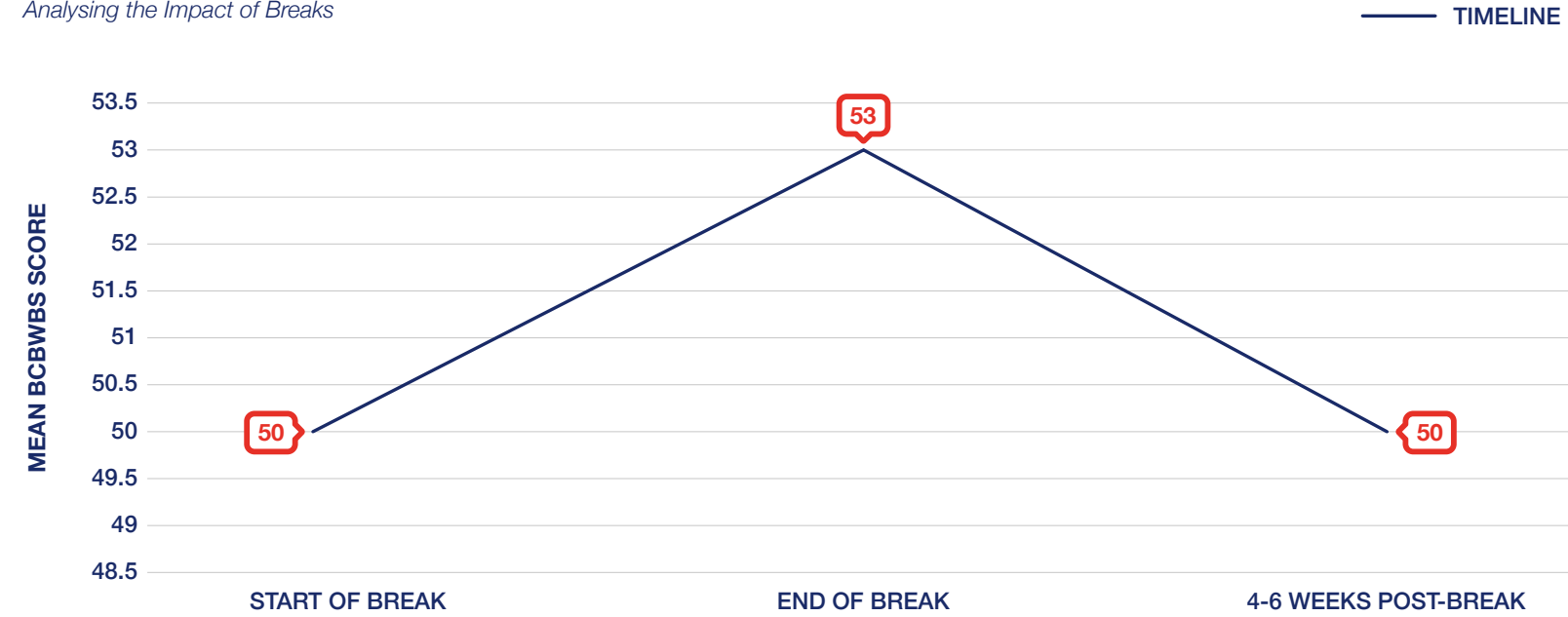
**The Evaluation found that the Break Services had a significant impact on the wellbeing of beneficiaries across 5 key areas:**

- ▶ Social Isolation
- ▶ Physical Wellbeing
- ▶ Mental Wellbeing
- ▶ Confidence and Self Esteem
- ▶ Belonging and Community

Using a well-being scale designed specifically to measure the impact of the Break Service, the research shows that well-being improves substantially during holiday breaks and then largely returns to pre-break levels. Using the Break Centre Beneficiary Well-Being Scale (BCBWBS), the observed differences in average scores at the start of the break compared to the scores at the end of the break were **highly significant** (scores rose from 50 at start of break to 53 at end of break). Up to six weeks after the break, BCBWBS returned to the levels observed before the holiday. The finding that well-being scores fall back to previous levels 4-6 weeks after the break is, at worst, in line with other published studies that identify a short-lived impact of holidays on wellbeing. Studies show that a 4-6 weeks sustained boost in wellbeing is in line with and in many cases far exceeds the norm following a week-long break (de Bloom et al, 2013).

CONTINUING TO IMPACT POSITIVELY UPON THE WELLBEING OF BENEFICIARIES (CONTINUED)

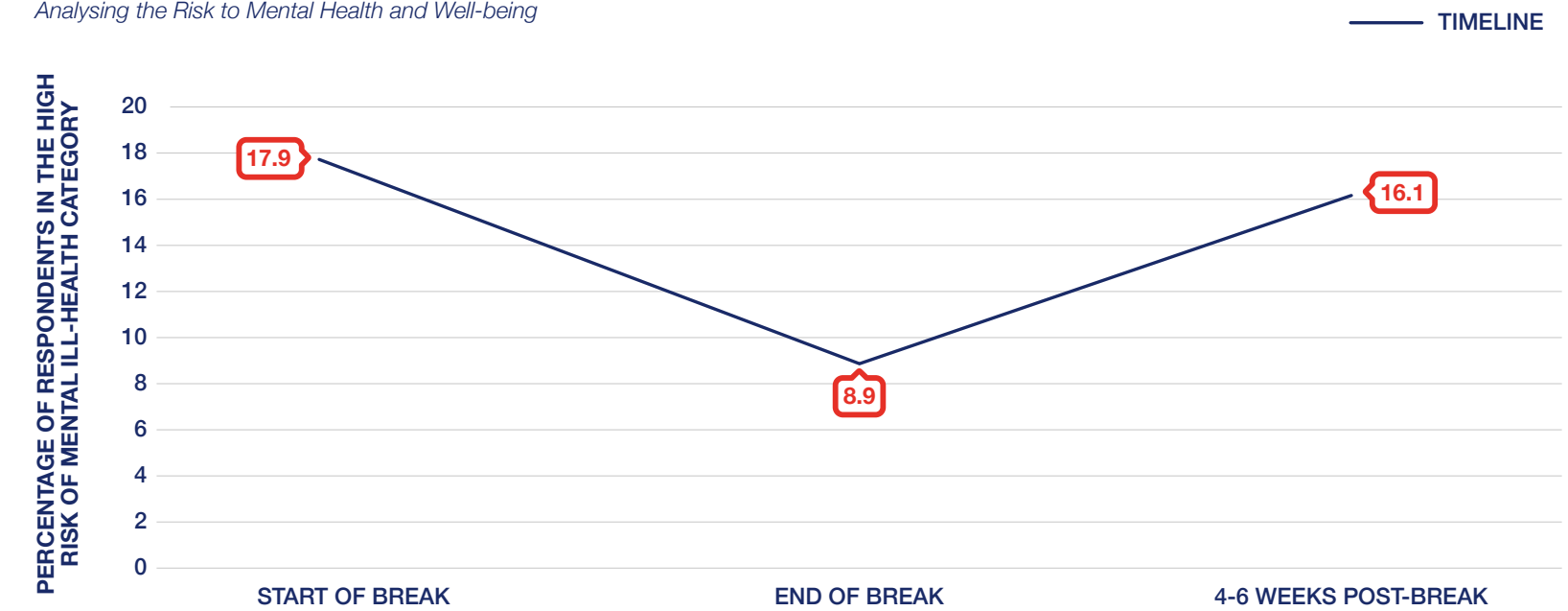
Analysing the Impact of Breaks



Our study highlighted that for those beneficiaries in the highest risk group for mental health and well-being issues, there is a substantial reduction in that risk at the end of the break compared to the start of the holiday. The percentage of respondents in the highest risk group for mental health and wellbeing fell from 17.9% at the start of the break to just 8.9% at the end of the break. The risk level rises to just below the threshold observed at the start of the break four to six weeks after the holiday.

However, when compared to other published studies, this 4-6 week period of significantly reduced risk brought about by a Legion break, bucks the general trend. Moreover, as with the BCBWBS above, this raises important questions about the unique blend of hospitality and well-being support that The Legion provides via its Break Service.

Analysing the Risk to Mental Health and Well-being

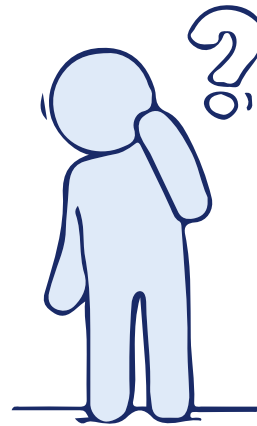


QUESTION TO ACTION LEARNING SET:

During significant change, how might your Service continue to excel at supporting these areas of wellbeing?

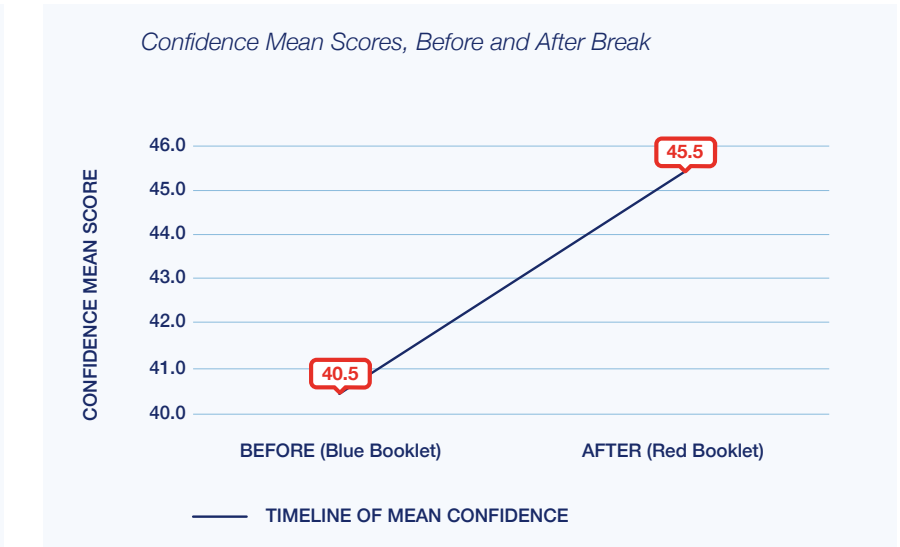
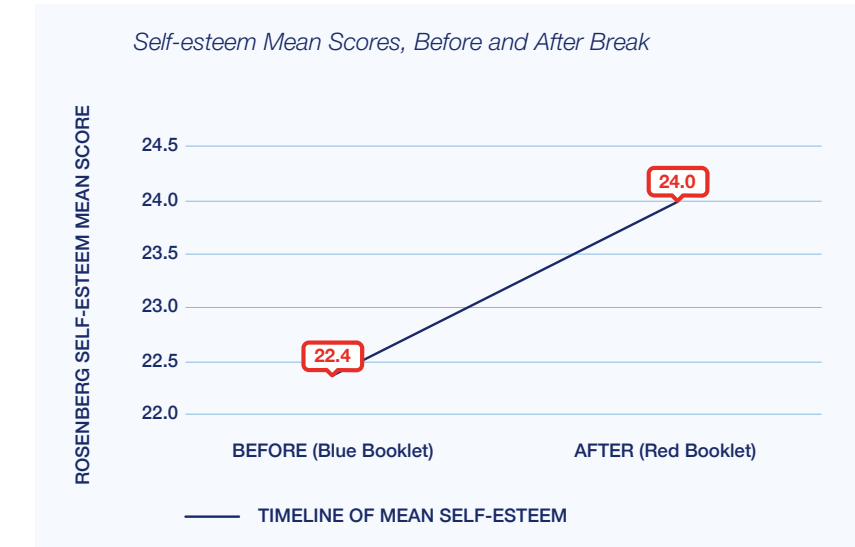
Activities identified by staff:

- Move towards a suite of Breaks, which are tailored to 'need'.
- Develop systems, which are needs specific (for example, booking processes and onsite interventions).
- Ensure follow-ups that are appropriate for identifiable need.
- Ensure that all Break Centres are following the same processes.
- Discuss having specialist Break Centres for specific needs.



# IMPORTANT ENGAGEMENT WITH MILITARY CHILDREN

The evaluation found that the Break Services had a positive impact on children's self-esteem and confidence



**IMPORTANT ENGAGEMENT WITH MILITARY CHILDREN** (CONTINUED)

Using two scales designed specifically to measure the impact of the Break Service on children's self-esteem and confidence, the research showed that there was an overall increase in both measures during the Break Service. The observed differences in average scores from the start of the Break compared to the end of the Break showed an average 1.6-point increase (7.2%) in self-esteem and a mean 5-point increase (12.3%).

Since the publication of our first project report (Barrett, Murray and Marshall, 2019) the Adventure Breaks had been suspended and the findings from the report were informing the design, implementation and delivery of future (Adventure) Breaks with children. Working groups had been set up within TRBL to inform the future strategic approach and confirmation of this strategic change and resources available for future Adventure Breaks was forthcoming.

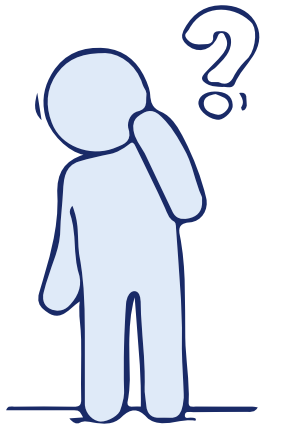
There was a desire from staff to focus on developing a robust safeguarding policy to underpin their work with the potential of involving social services to support this future work.

**Children's voices, experiences and perceptions are often neglected;** rarely are they given the equivalent weight and influence compared to the voices of adults. Existing research tends to be on, rather than, with children. (Christensen and James, 2008; Eldén, 2012; Marshall, forthcoming).

**Focused preventive interventions with children in military families are needed.** The positive impact of preventive interventions with children in military families are demonstrated for: health intervention need (Cozza, 2015), wartime deployment stress (Lester et al, 2012; 2013) and multimedia interventions (Cohen et al, 2014) addressing the challenges associated with multiple deployments (O' Grady et al, 2016) and transitioning out of the military into civilian life (Sherman et al, 2018). Improving children's self-perception of social acceptance, athletic competence, and global self-worth (Chawla and Wadsworth, 2012).

**QUESTION TO ACTION LEARNING SET:****How might future Break Services be developed to continue to support children as distinct group?****Activities identified by staff:**

- 1 Define a clear and distinct purpose for Breaks with military children based on research and evidence of military children complex needs (see Appendix 1).
- 2 Develop a way to identify the needs of military children.
- 3 Create a suite of activities, which are appropriate for military children's need.
- 4 Devise a safeguarding policy, which is specific for work with military children, and involve all staff in its development.
- 5 Ensure that training for staff has clear inputs concerning military children.
- 6 Identify appropriate signposting routes for military children.
- 7 Measure the impacts upon children through feedback mechanisms similar to those for adult groups.



## STAFF TRAINING VISION

*The Evaluation found a culture to “go above and beyond” and to do “anything it takes to make each beneficiary comfortable”.*

**As the needs of the Armed Forces Community continue to change, it was suggested that a dynamic training programme was required to:**

- ▶ Support staff to recognise and map their everyday practices to professional skills.
- ▶ Equip staff with the knowledge and professionalism required to address the complex needs of beneficiaries.
- ▶ Ensure that knowledge of the issues facing beneficiaries was up-to-date, forward thinking, and informed.

**Since the Evaluation staff noted that, a new approach to staff training had begun**

- ▶ Safeguarding training (Level 2) is being rolled-out and recording systems are being implemented.

It is widely acknowledged that the challenges and demands of serving in the Armed Forces have changed significantly in recent years, as have the lived-experiences, and needs of the Armed Forces community. As such, service providers, policy makers and academics alike are involved in a fast-moving debate about how best to support those who have served. The Legion's Break Service is a cornerstone for ex-military recreation and a provider of support and well-being for the whole services community.

### QUESTION TO ACTION LEARNING SET:

**Shifting your focus from current staff performance to your team's readiness to respond to the changing needs of the Armed Forces Community and changes to Break Services priorities, what is your vision for training?**

**Activities identified by staff:**

**Staff training- skills, knowledge, and administration**

- Mental health and wellbeing awareness training (particularly about PTSD).
- Safeguarding of children and vulnerable adults training and management course (with refresher courses mandatory).
- Understanding other services and any changes to them to avoid duplication.
- Continued updates on research about the armed forces to ensure the most relevant and up-to-date knowledge about evolving military cultures and experiences.
- Case management and entry level counselling training.
- Data management.
- Building staff's confidence and knowledge to identify and effectively signpost.
- Debriefing of staff by management and 'emotional supervision' in PDPRs.
- Ensuring that staff are aware of expectations around appropriate behaviours from beneficiaries (ex: differing generational responses and boundaries regarding sexualised behaviours).
- Increased meetings interdepartmentally to increase transparency.
- Training for personal development-career pathways.

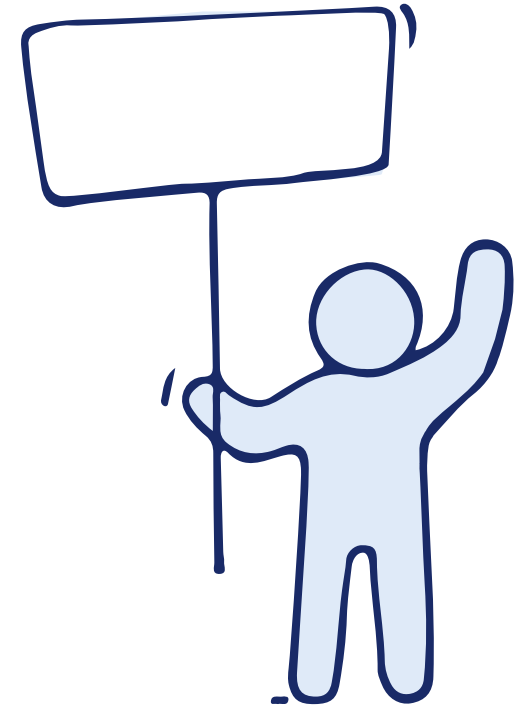


**A world café is a method, which generates a network of collaborative dialogue about questions that are important to the working practices of a team, service, or organisation.**

A world café was facilitated to encourage staff to identify what would enable them to achieve their vision. Based upon the findings, staff proposed 3 key enablers:

1. Effective Signposting.
2. Safeguarding.
3. Systems Development and Training.

Tables were set up to reflect each enabler and in small groups staff spent time at each.



## TABLE 1: EFFECTIVE SIGNPOSTING

### Activities identified by staff:

- ▶ This should start at the Contact Centre, if not eligible for a Break, for what might they be eligible?
- ▶ Have an in-house case manager.
- ▶ Increase collaboration with Legion Pop-In Service for effective referral process.
- ▶ Seek consultation with Armed Forces Support Teams.
- ▶ Tailor breaks towards need.
- ▶ Have the ability to offer breaks that are more frequent for shorter periods.
- ▶ Keep records of referrals to other services and develop a system to keep in touch with that service.





## TABLE 2: SAFEGUARDING

### Activities identified by staff:

#### Children

- ▶ Confirm kinship relations (different surnames).
- ▶ Social work involvement.

#### Adults

- ▶ Care needs such as medications or health issues.
- ▶ Safeguarding issues.
- ▶ Social work involvement.



## TABLE 3: SYSTEMS DEVELOPMENT AND ADMINISTRATIVE TRAINING

### Activities identified by staff:

- ▶ Electronic tracking system for beneficiaries in need.
- ▶ Each need should have a specific identifier code and be attached to an appropriate 'through-care' process.
- ▶ When supporting multiple needs, a flexible system should allow for a person-centred approach.
- ▶ This would require significant resources to manage properly.



Working with the recommendations from the Evaluation and the content from this process, staff identified 4 recommendations which they would like to focus upon in the short-term:

1. **Referral processes:** Working more closely with the Cardiff Contact Centre.
2. **Eligibility criteria:** Develop processes, which respond to the complexity of each criteria, and tracks those in need beyond the break.
3. **Break frequency:** Consider offering shorter but more frequent breaks to beneficiaries for greater impact upon wellbeing.
4. **Managing a diverse programme of need:** Develop a fluid programme of activities according to the needs of individuals, including a safeguarding policy, and a strategy to manage that programme.



Working with the recommendations from the Evaluation and the content from this process, staff identified 4 inputs which they would like to focus upon in the short-term:

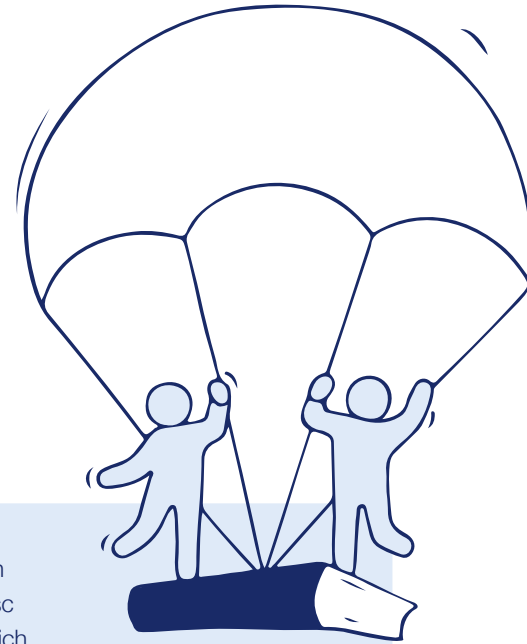
1. **Evidence Base:** Share the impacts upon wellbeing with the staff in a similar format to the Evaluation.
2. **Ongoing Measurement Tool:** Incorporate the BCBWBS into their routine policy and engagement with beneficiaries (see page 32 for details)
3. **Signposting Strategy:** Create a signposting network and follow up system.
4. **Training Programme:** Work with the Legion training packages and external inputs where necessary, including refreshers for long-serving staff.



## Ongoing Measurement Tool

To incorporate the BCBWBS into their routine policy and engagement with beneficiaries an electronic system would need to be developed based upon the tools created by LJMU research staff during the evaluation. This system would allow Break Centres to measure their own impact in real-time and assist with accountability.

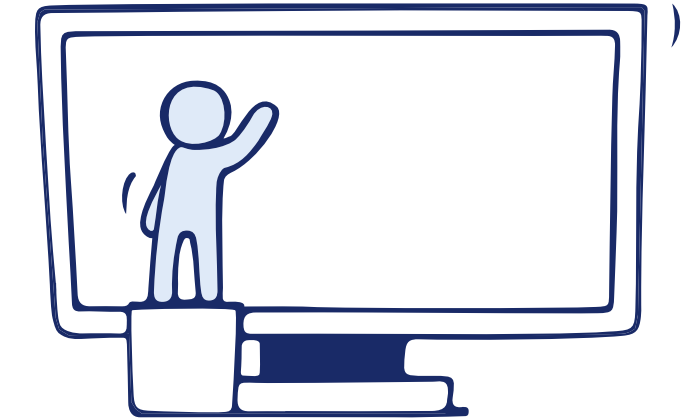
- Survey 1:** Conducted at the booking stage, this questionnaire gathers demographic information, break eligibility criteria, baseline wellbeing data and possible signposting routes as well as the beneficiaries' inclination to access other Legion services or services provided by other organisations to allow Break Centres to plan for beneficiary's arrival (see Appendix 2).
- Survey 2:** Conducted with beneficiaries at the start of their break. It will gather information about beneficiaries' wellbeing at this particular moment. It will also capture beneficiary proclivity to access other Legion services or services sourced from elsewhere (see Appendix 3).
- Survey 3:** Conducted at the end of the break upon check-out. It will ask beneficiaries for an evaluation of their holiday in terms of whether they have benefited from the break. It will ask about the quality of the break in terms of food, bedrooms and hospitality (see Appendix 4).
- Follow up:** Beneficiaries will be asked for consent to be contacted 4-6 weeks post break to ensure that any signposting activities have been realised.



The surveys have been designed within the Jisc Online Survey tool, which enable the efficient collection of survey data, its secure storage and its purposeful analysis via various data analysis software platforms. LJMU proposes that TRBL purchases an account for the Jisc Online Survey tool, which will be uploaded onto tablet computers to be used in the Breaks Centres for research purposes. Currently, a Jisc Online Survey licence for an organisation is £1640 plus VAT per year. This allows unlimited users, surveys and responses. This account licence also features access to a large number of options including design, distribution, analysis and support functions.

## Our Recommendations

1. Harness Break Centres as 'Gateways to The Legion' and wider support provisions through the development of a clear through-care policy.
2. Consider a suite of breaks, which are tailored to beneficiary 'need' (for example, these might include Dementia Weeks, Mental Health and Wellbeing Weeks).
3. Promote the needs of military children as a distinct group within the Armed Forces Community.
4. Continue to develop staff through a training package which is attentive to skills and knowledge



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Key messages from research and children's experiences of Legion breaks

### 1. CHILDREN WITH A PARENT IN THE MILITARY CAN EXPERIENCE SIGNIFICANT FUTURE ADVERSE OUTCOMES BECAUSE OF THEIR PARENT'S DEPLOYMENT

Adverse outcomes can include: poor social, emotional and cognitive development; anxiety and depression; externalising behaviour problems and substance misuse; offending behaviour; poor educational attainment and greater numbers of school-aged children who need special education; and adults who are unemployable or incarcerated. (Farrington and Welsh, 2006; NSCDC, 2007; NDCF, 2013; Siebler and Goddard, 2014; Trautmann, Alhusen and Gross, 2015; RCPCH, 2015; CSJ, 2016).

### 2. THERE IS A NEED TO LISTEN TO, AND VALUE, CHILDREN'S PERSPECTIVES

Children's voices, experiences and perceptions are often neglected; rarely are they given the equivalent weight and influence compared to the voices of adults. Existing research tends to be on, rather than, with children. (Christensen and James, 2008; Eldén, 2012; Marshall, forthcoming).

### 3. FOCUSED PREVENTIVE INTERVENTIONS WITH CHILDREN IN MILITARY FAMILIES ARE NEEDED

The positive impact of preventive interventions with children in military families are demonstrated for: health intervention need (Cozza, 2015), wartime deployment stress (Lester et al, 2012; 2013) and multimedia interventions (Cohen et al, 2014) addressing the challenges associated with multiple deployments (O' Grady et al, 2016) and transitioning out of the military into civilian life (Sherman et al, 2018). Improving children's self-perception of social acceptance, athletic competence, and global self-worth (Chawla and Wadsworth, 2012).

### TRBL EXPERIENCE: INCREASED SELF-ESTEEM AND CONFIDENCE

Brothers 'George' and 'Tom' attended a Break Centre along with both of their parents. They displayed substantially higher scores at the end of their stay.

**George's self-esteem had increased by 300% while his confidence had increased by 357%**  
**Tom's self-esteem and confidence had risen by 75% and 105% respectively**

The parents of George and Tom also reported that the break provided an opportunity for 'family time' and 'establishing friendships for my kids. Access to activities for [sic] family to enjoy together'. Their experience is testament to the potential benefits that Family Breaks can have upon children.

### TRBL EXPERIENCE: ENABLING CHILDREN'S VOICES

The research process provided children with:

**'the opportunity to reflect on my experience, I feel for the first time that my voice is being heard'**  
**'allowed us to feel more involved in the overall process of the Adventure Breaks and not just participants'**

Graffiti boards and conversations with researchers enabled children to feel part of the Break process, reflect on their experience and allowed them freedom of expression.

The positive impact of the Breaks was evident:

**'this has been the best experience of my life'**

Using these visual tools can continue to include children in the Break's process and provide a space for their voices to be heard.

### TRBL EXPERIENCE: TRBL BREAKS AS A VALUABLE LEARNING SPACE

At the Adventure Breaks there was a perception that some younger 'children [were] out of control and leaders not really doing anything [about it]'. An informal process of supervision and guidance emerged:

**Older children acted as mentors to the younger children on 'how to behave' and 'show respect to others'**

This highlighted the key role that older, more experienced, children with shared experiences can provide to younger children. The relationships that developed appeared to extend beyond friendships to an informal mentor-mentee relationship.

Preventive intervention programmes such as the TRBL Breaks could be a valuable space and experience for children to learn and develop critical methods to manage behaviour from peers.

## BREAK CENTRE BENEFICIARY WELLBEING SURVEY 1

### 1. Introduction and Participant Information

#### Introduction

We hope that you will enjoy your stay at <name of Break Centre>. Before you arrive, we would like to ask a little bit about you and your wellbeing **at this particular moment in time**.

Your feedback will be kept confidential and you will not be named in any reports or publications which may arise from this information.

Some direct quotes may be used to help express your views but these will be anonymous and any identifiable references to specific places and/or people will be removed. Your feedback information will be stored on a secure server and used in accordance with the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

I have read and agree to the information provided above and consent to providing my feedback:

Yes

No

### 2. About you

Beneficiary or Dependant Unique Identifier \* Required

Age:

Gender:  Male  Female  Other  Prefer not to say

Full Post Code:

Status (at the time of booking your Legion Break):

Currently Serving Forces Personnel  Ex-Serving Forces Personnel  Partner/Spouse to Serving/ex-Serving Forces personnel

Widowed  Carer  Parent/Guardian  Other

If you selected Other, please specify:

Service Information of you or your family member(s):  Army  Navy  RAF  Royal Marines  TA  Not applicable  Other

If you selected Other, please specify:

In qualifying for this break which eligibility criteria do you meet?

In receipt of means-tested benefit or tax credit

Suffering from physical or mental trauma

Suffering from terminal illness/long-term health or disability

Living in isolation

Bereavement of spouse, partner or other close family members

Caring responsibilities, including caring for spouse, partner or veteran

No breaks/holidays in the past 12 months and no booked holidays in the next 12 months



## BREAK CENTRE BENEFICIARY WELLBEING SURVEY 1 (CONTINUED)

### 3. Your TRBL Break

Will this be your first Legion break?

- Yes
- No

If you have had a Legion break before, roughly when was this? (Booking Agent please probe for month and year or just the year if the information is proving difficult to recall. If only month and year is given, please enter as 01/mm/yy. If only year is provided, please enter 01/01/yy)

Dates need to be in the format 'DD/MM/YYYY', for example 27/03/1980.

(dd/mm/yyyy)

How did you hear about the Legion's Breaks Services?

### 4. Well-being

Please rank the following fourteen statements based on how you feel **at this moment in time:** \* Required

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling interested in other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've had energy to spare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been able to make up my own mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been interested in new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling cheerful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On a scale of 0 to 10 where '0' is 'not at all' and '10' is 'completely', please answer the following questions \* Required

Please don't select more than 1 answer(s) per row.

Please select at least 3 answer(s).

	0	1	2	3	4	5	6	7	8	9	10
Overall, how satisfied are you with life nowadays?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how happy did you feel yesterday?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how anxious did you feel yesterday?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## BREAK CENTRE BENEFICIARY WELLBEING SURVEY 1 (CONTINUED)

### 5. The Legion as a gateway to other services

**Are you currently accessing any other Legion services? \* Required**

Yes  No

If you answered 'yes' to the question above, can you please tell us which services these are?

**Are you currently accessing any services provided by another organisation? \* Required**

Yes  No

If you answered 'yes' to the question above, can you please tell us what services you are accessing?

**Would you be interested in, or would you like more information on any of the following Legion services?**

*(Interviewer reads each service listed in turn and ascertains an answer for each from the participant)*

Choose ONE of the following replies for each service

	Yes	No	Not sure
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Well-being

**Please rank the following fourteen statements based on how you feel at this moment in time: \* Required**

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling interested in other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've had energy to spare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been able to make up my own mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been interested in new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling cheerful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**On a scale of 0 to 10 where '0' is 'not at all' and '10' is 'completely', please answer the following questions \* Required**

*Please don't select more than 1 answer(s) per row.*

*Please select at least 3 answer(s).*

	0	1	2	3	4	5	6	7	8	9	10
Overall, how satisfied are you with life nowadays?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how happy did you feel yesterday?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how anxious did you feel yesterday?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## BREAK CENTRE BENEFICIARY WELLBEING SURVEY 2

### 1. Introduction and Participant Information

#### Introduction

We hope that you will have a fantastic time with us this week at <name of Break Centre>. At the start of your holiday we would appreciate your feedback. This short feedback form will ask a little bit about you, your stay and your wellbeing at this moment in time. If you submit your feedback, your response will be kept confidential and you will not be named in any reports or publications which may arise from this information. Some direct quotes may be used to help express your views but these will be anonymous and any identifiable references to specific places and/or people will be removed. Your feedback will help us to maintain or improve the quality of the Legion Breaks Service. Any information you provide will be stored on a secure server and used in accordance with the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

I have read and agree to the information provided above and consent to providing my feedback:  Yes  No

### 2. About you

**Beneficiary or Dependant Unique Identifier** (to be completed by the interviewer) \* Required

Age:

Gender:  Male  Female  Other  Prefer not to say

Post Code:

### 3. Well-being

Please rank the following fourteen statements based on how you feel **at this moment in time**: \* Required

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling interested in other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've had energy to spare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been able to make up my own mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been interested in new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling cheerful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. The Legion as a gateway to other services

**Have you accessed any other Legion services:** \* Required  Yes  No

If you have accessed other Legion services, please give details of the services: *Optional*

**Are you currently accessing any other support services but through a different provider?** \* Required  Yes  No

If you are currently accessing any support services but through a different provider, please state which services:

## BREAK CENTRE BENEFICIARY WELLBEING SURVEY 3

### 1. Introduction and Participant Information

#### Introduction

We hope that you have enjoyed your stay with us this week at <name of Break Centre> and would appreciate your feedback. This feedback form will ask a little bit about you, your stay and your wellbeing at this particular moment in time. It will also enable you to comment on aspects of your break that you particularly enjoyed or areas for improvement.

If you submit your feedback, your response will be kept confidential and you will not be named in any reports or publications which may arise from this information. Some direct quotes may be used to help express your views but these will be anonymous and any identifiable references to specific places and/or people will be removed. Your feedback will enable us to look at how we might maintain the quality of Legion Breaks and also improve the service we provide.

Any information will be stored on a secure server and used in accordance with the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

I have read and agree to the information provided above and consent to providing my feedback:

Yes

No

### 2. About you

Beneficiary or Dependant Unique Identifier \* Required

Age:

Gender:  Male  Female  Other  Prefer not to say

Post Code:

### 3. Your TRBL Break

Did you benefit from your break?  Yes  No

If you did benefit from your break, can you please explain to us how?

Did you partipate in any pre-planned activities (e.g.....) during your recent break?  Yes  No

If you participated in pre-planned activities during your recent break, which would you recommend and why?

## BREAK CENTRE BENEFICIARY WELLBEING SURVEY 3 (CONTINUED)

### 4. Well-being

Please rank the following fourteen statements based on how you feel **at this moment in time**: \* Required

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling interested in other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've had energy to spare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been able to make up my own mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been interested in new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've been feeling cheerful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5. Your overall well-being after attending a Legion Break

We would like to understand the impact that the break had upon your well-being. Please try to choose the answer that best describes any changes that you experienced following your break:

#### Physical Wellbeing (following your break) \* Required

Please don't select more than 1 answer(s) per row.  
Please select at least 3 answer(s).

	Yes	No
'I feel healthier after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'I feel physically better after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'I feel refreshed and energised after my break'	<input type="checkbox"/>	<input type="checkbox"/>

#### Mental Wellbeing and Mental Health (following your break) \* Required

Please don't select more than 1 answer(s) per row.  
Please select exactly 4 answer(s).

	Yes	No
'I feel more confident after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'I have a more positive frame of mind after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'The break has had a positive impact on my mental health'	<input type="checkbox"/>	<input type="checkbox"/>
'I feel better able to cope with everyday life after my break'	<input type="checkbox"/>	<input type="checkbox"/>

#### Social Isolation and Exclusion (following your break) \* Required

Please don't select more than 1 answer(s) per row.  
Please select at least 3 answer(s).

	Yes	No
'I feel close to people after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'I feel less isolated after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'Being able to go on holiday was really important to me'	<input type="checkbox"/>	<input type="checkbox"/>
'Spending time with the armed forces community was really important to me'	<input type="checkbox"/>	<input type="checkbox"/>

**BREAK CENTRE BENEFICIARY WELLBEING SURVEY 3** (CONTINUED)

**5. Your overall well-being after attending a Legion Break** (CONTINUED)

**Personal Relationships and Confidence (following your break)** \* Required

Please don't select more than 1 answer(s) per row.  
Please select exactly 3 answer(s).

	Yes	No
'I feel closer to my family and/or friends after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'I feel more confident after my break'	<input type="checkbox"/>	<input type="checkbox"/>
'I plan to stay in contact with people whom I met during my break'	<input type="checkbox"/>	<input type="checkbox"/>

Did you feel a sense of community during your break?  Yes  No

Please can you explain what this sense of community means to you and can you provide any examples of it?

Have you accessed any other Legion services during your time here at the Break Centre? \* Required  Yes  No

If you have accessed other Legion services, can you give us some details please about these services?

Have you made contact with or accessed any other support services from a different provider during your time here? \* Required

Yes  No

If you have accessed other services from another provider, can you give us some details please about these services?

Would you be interested in, or would you like more information on any of the following Legion services?

(Interviewer reads each service listed in turn and ascertains an answer for each from the participant)

Choose ONE of the following replies for each service

	Yes	No	Not sure
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**BREAK CENTRE BENEFICIARY WELLBEING SURVEY 3** (CONTINUED)

**6. Guest satisfaction**

Considering your complete experience at the Break Centre, on a scale of 1-10 (where 1 is the lowest score equating to 'not at all' and 10 is the highest score meaning 'definitely yes'), how likely would you be to recommend a Legion break to a friend?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	6	7	8	9	10
Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On a scale ranging from 'excellent' through to 'poor', how would you rate the following factors during your holiday at the Breaks Centre?

Please don't select more than 1 answer(s) per row.

	Excellent	Good	Average	Below Average	Poor
Menu variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of drinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff friendliness, courtesy and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condition of bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housekeeping services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heating and cooling within rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Finally, are you happy for the Legion to contact you with further information about other services and events that might be of interest to you?

Yes  No





